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CHAPTER III

RESEARCH METHOD

3.1 Research Design

The type of this research was an experimental research. Creswell (2008:299) stated that experimental research is used when the researcher wants to establish possible cause and effect between the independent and dependent variables. It means there are different context that will produce cause and effect result.

The design of this research was quasi experimental research. According to Creswell (2008:313), quasi experiment includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. In this research, the researcher did not use true experimental research, because true experimental research the researcher randomly assigns students. Randomly assignment students to the two groups would disrupt classroom learning. Therefore, in this research the researcher chose quasi experimental research.

Based on research design above, there were two variables in this research. The first was dictogloss strategy as variable (X) and the second was students' knowledge of vocabulary as variable (Y). Cohen (2007:272) said that an experimental involves making a change in the value of one variable called the independent variable and observing the effect that changes one another variable called dependent variable. In this research, dictogloss strategy was an

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independent variable and students' knowledge of vocabulary was a dependent variable.

3.2 Time and Location of the Research

This research was conducted at Islamic Junior High School Al-hidayah Kampar. This research was carried out from April to May 2017.

3.3 Subject and Objective of the Research

Subject of the research was the eighth grade students of Islamic Junior High School Al-hidayah Kampar in 2016/2017 academic year. The object of the research was using Dictogloss strategy to improve students' knowledge of vocabulary.

3.4 Population and Sample of the Research

3.4.1 Population

The population of this research was the eighth grade students at Islamic Junior High School Al-hidayah Kampar in 2016/2017 academic year. The students were divided into 5 classes; they were VIII-1, VIII-2, VIII-3, VIII-4, and VIII-5. Each class was about 27 until 30 students. In short, the total number of population was 139 Student. The specification of the population can be seen in the table below:

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Table III.I
The Total Population of the Second Eighth Students

No	Classes	Population
1	VIII-1	27 Students
2	VIII -2	28 Students
3	VIII-3	27 Students
4	VIII-4	27 Students
5	VIII-5	30 Students
Total		139 Students

3.4.2 Sample

The writer took two classes as sample by using cluster random sampling technique. According to Gay (2000:135), cluster random sampling is sampling in which groups, not individuals, are randomly selected. In this research, the researcher took the groups by using lottery. Based on the lottery, the researcher used class VIII-1 and VIII-4 as the sample of this research. VIII-1 was as a control class and VIII-4 was as an experimental class, each class consisted of 27 students. So, the total sample was 54 Students. The specification of the sample can be seen in the table below:

Table III.2
The Sample of the Eighth Grade Students

No	Group	Class	Sample		Average score in English
			Male	Female	
1	Control class	VIII-1	27 Students	-	72
2	Experiment class	VIII-4	-	27 Students	71
Total			54 students		

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3.5 Techniques of Collection the Data

In collecting the data needed, the researcher used observation and tests.

3.5.1 Observation

According to Burton & Bartlett (2005: 129), observation is activity of collecting data on what is happening in classroom. In this research, the researcher was observed by English teacher when the researcher was implementing Dictogloss strategy in the classroom. And also the observer was given the form of observation checklist. The form of observation checklist can be seen in the table below:

Table III.3
Observation Checklist of Using Dictogloss Strategy

No	Indicators of Using Dictogloss	Alternative Answers	
		Yes	No
1.	The teacher chooses a short text to read to students.		
2.	The teacher reads the text twice at a normal speed and students note any words or phrases that are familiar to them.		
3.	Students work in pairs of small groups to share their lists of words and phrases.		
4.	Students then use words and phrases noted by group members in order to reconstruct a version of the text.		
5.	Students are then given a copy of the text and asked to compare their versions to the original.		
6.	The teacher uses students' versions of the text to discuss grammar and context of words in a passage.		
7.	The teacher uses students' versions to determine students' understandings and misunderstandings of the way language works		
Total			
Percentage			

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3.5.2 Test

According to Douglas (2010:3), test is an instrument for measuring language ability. Hughes (2003:8) stated that the purposes of testing are: (1) to measure language proficiency, (2) to discover how successful students have been in achieving the objectives of a course of study, (3) to diagnose students' strengths and weaknesses, to identify what they know and what they doesn't know.

In this research, test was divided into two ways; pre-test and post-test. Pre-test was given before treatment. According to Creswell (2012:297), pre test provides a measure on some attribute or characteristic that you asses for participant in an experiment before they receive the treatment. Post-test was given after doing treatment.

There are some kinds of test in assessing students' knowledge of vocabulary. According to Read (2002:2), the tests in vocabulary are multiple-choice, completion, and matching. Hughes (2003:148-150) mentioned that the tests in vocabulary are multiple-choice, pictures, definition, and matching. In this research the researcher used multiple-choice, matching and gap filling tests. The tests consisted of twenty five questions, five questions for gap filling test, five questions for matching test and fifteen questions for multiple-choice test. The tests were taken from the indicators of vocabulary knowledge and each indicator had five questions. It can be seen from the blue print test below:

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Table III.4
The Blue Print of Test

No	Indicators	Item of Questions
1	Students' ability to use word grammatically.	1, 6, 11, 16, 20
2	Students' ability to identify denotation of word.	2, 7, 12, 22, 24
3	Students' ability to identify synonym of word	3, 8, 13, 19, 23
4	Students' ability to identify antonym of word	4, 9, 14, 17, 21
5	Students' ability to identify compound word	5, 10, 15, 18, 25

3.6 The Validity and the Reliability of the Instrument

3.6.1 Validity of the Instrument

Before carrying out a test, it is necessary to know the validity of instruments. According to Hughes (2003:22), a test is said to be valid if it measures accurately what it is intended to measure. It means that a test is valid if it really measures what we actually want to be measured.

In this research, the researcher used all items in try out. Try out given to the other class that was not as sampling and try out given to the students was based on the material that they had learned. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value was ≥ 0.30 and ≤ 0.70 . The items that could not fulfill the standard value were replaced. The facility under 0.30 is considered difficult and above 0.70 is considered easy.

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The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula adopted in Heaton (1998:208)

$$FV = \frac{R}{N}$$

Where:

FV = Facility Value (Difficulty Level)

R = The Number of Correct Answer

N = The Number of the Students

The formula above was used to find out whether each item of the test is easy. The items that do not reach the standard level of difficulty are revised and they are edited or changed with the new items that are appropriate. The accepted items are the ones which has facility values between 0.30 and 0.70. The index difficulty level of instruments is represented in the following table:

Table III.5
Index Difficulty Level of Instruments

Proportion Correct (p)	Items Category
0.00 – 0.30	Difficult
0.30-0.70	Average
0.70-1.00	Easy

The standard level of difficulty used is >0.30 and <0.70. It means that an item is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is less than 0.30 (the item is too difficult), thus, if it is over than 0.70 (the item is too easy). On the other hand, the proposition of correct is represented by “p”, whereas the proposition of incorrect is represented by “q”. To find out the validity of

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test, the researcher calculated it by using Ms. Excel 2010 version and the try out result, it was determined that all of the items were valid. Thus, the calculation of item difficulty can be seen in the following tables:

Table III.6
Students' ability to use word grammatically

Variable	Use Word Grammatically					N
Item	1	6	11	16	20	27
Correct answer	15	11	11	13	11	
P	0.55	0.40	0.40	0.48	0.40	
Q	0.37	0.51	0.51	0.44	0.51	

As mentioned before, if the index of difficulty between 0.30 and 0.70, the test items would be accepted. For use word grammatically, there were 5 items (1, 6, 11, 16 and 20). Item 1 gained 15 correct answers and the proportion of correct 0.55, item 6 gained 11 correct answers and the proportion of correct 0.40, item 11 gained 11 correct answers and the proportion of correct 0.40, item 16 gained 13 correct answers and the proportion of correct 0.48 and item 20 gained 11 correct answers and the proportion of correct 0.40. The descriptions show that there was no item having index of difficulty which was lower than 0.3 and higher than 0.7. It could be said that the items of use word grammatically were accepted.

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Table III.7
Students' ability to identify denotation of word

Variable	Identify Denotation of Word					N
Item	2	7	12	22	24	27
Correct answer	12	9	10	9	10	
P	0.44	0.33	0.37	0.33	0.37	
Q	0.48	0.59	0.55	0.31	0.55	

By analyzing table III.7, there were 5 items (2, 7, 12, 22 and 24). Item 2 gained 12 correct answers and the proportion of correct 0.44, item 7 gained 9 correct answers and the proportion of correct 0.33, item 12 gained 10 correct answers and the proportion of correct 0.37, item 22 gained 9 correct answers and the proportion of correct 0.33 and item 24 gained 10 correct answers and the proportion of correct 0.37. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7; meaning that the items of identifying denotation of word were valid to be used.

Table III.8
Students' ability to identify synonym of word

Variable	Identify Synonym of Word					N
Item	3	8	13	19	23	27
Correct answer	15	10	9	11	10	
P	0.55	0.37	0.33	0.40	0.37	
Q	0.37	0.55	0.59	0.51	0.55	

By analyzing table III.8, there were 5 items (3, 8, 13, 19 and 23). Item 3 gained 15 correct answers and the proportion of correct 0.55, item

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8 gained 10 correct answers and the proportion of correct 0.37, item 13 gained 9 correct answers and the proportion of correct 0.33, item 19 gained 11 correct answers and the proportion of correct 0.40, and item 23 gained 10 correct answers and the proportion of correct 0.37. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7. It could be concluded that the items identifying synonym of word were accepted to be used.

Table III.9
Students' ability to identify antonym of word

Variable	Identify Antonym of Word					N
Item	4	9	14	17	21	27
Correct answer	11	12	10	10	9	
P	0.40	0.44	0.37	0.37	0.33	
Q	0.51	0.48	0.55	0.55	0.59	

By analyzing table III.9, there were 5 items (4, 9, 14, 17 and 21). Item 4 gained 11 correct answers and the proportion of correct 0.40, item 9 gained 12 correct answers and the proportion of correct 0.44, item 14 gained 10 correct answers and the proportion of correct 0.37, item 17 gained 10 correct answers and the proportion of correct 0.37 and item 21 gained 9 correct answers and the proportion of correct 0.33. Since there was no item having index of difficulty which was lower than 0.3 and higher than 0.7. It could be concluded that the items of identifying antonym of word were accepted to be used.

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Table III.10
Students' ability to identify compound word

Variable	Identify Compound of Word					N
Item	5	10	15	18	25	27
Correct answer	11	10	11	12	9	
P	0.40	0.37	0.40	0.44	0.33	
Q	0.51	0.55	0.51	0.48	0.59	

For the last indicator which was about identifying compound word, there were also 5 items. Item 5 gained 11 correct answers and the proportion of correct 0.40, item 10 gained 10 correct answers and the proportion of correct 0.37, item 15 gained 11 correct answers and the proportion of correct 0.40, item 18 gained 12 correct answers and the proportion of correct 0.44 and at last item 25 gained 9 correct answers and the proportion of correct 0.33. It could be said that the items of identifying the compound of word were acceptable.

3.6.2 Reliability of the Instrument

According to Gay (2000:164-165), reliability is the degree to which a test consistently measures whatever it is measuring. The more reliable a test is the more confidence we can have that the scores obtained from the test are essentially the same scores that would be obtained if the test were read ministered to the same test takers at another time or by a different person. Brown (2003:21) mentioned that reliability test is consistent and dependable. It means that reliability is about the consistency of the scores

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produced. Cohen (2007: 506) said that the classification of reliability test was considered as follows:

Table III.11
Table of Cronbach Alpha

Cronbach Alpha	Internal Consistency
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

To know whether the test is reliable or not, the researcher calculated the data obtained by using Statistical Product and Service Solution 16.0 version. The test reliability can be analyzed as follows:

Table III.12
Reliability Statistics

Cronbach's Alpha	N of Items
.755	25

The reliability of test was 0.755. Based on the table of Cronbach Alpha 0.755 was categorized into *reliable* level.

3.7 The Technique of Data Analysis

There were two types of data that were analyzed, observation data and test data.

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3.7.1 Observation Data

In analyzing observation data, the researcher used the following formula to get the percentage of the observation (Sudijono, 2007):

$$P = \frac{F}{N} \times 100\%$$

Where :

- P : Percentage
 F : Frequency of the score
 N : Number of Case

To saw the level of success in implementing learning process, there were five categories that can be seen in the following table:

Table III.13
The Level of Success in Implementing Learning Process

No	Percentage	Categories
1	86 - 100%	Very High
2	71 - 85%	High
3	56 - 70%	Average
4	41 - 55%	Low
5	< 40%	Very Low

(Adapted from Aqib et.al:2009)

3.7.2 Test Data

In order to find out whether there was or not a significant effect of using Dictogloss strategy on improving students' knowledge of vocabulary, the data of this research were analyzed statistically. In analyzing the data, the researcher used statistical method that was independent samples t-test formula by using SPSS.16.0 version.

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According to Pallant (2010:105), an independent samples t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of participants. So, the researcher used independent samples t-test to compare the mean score in two different groups; control class and experimental class.

After finding the difference, the researcher found the effect size of the phenomenon. Cohen (2007:521-522) stated that effect size is simply a way of quantifying the difference between two groups. The effect size statistic was used in this research was eta squared. For t-test, SPSS does not provide eta squared values. The formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

η^2 : Eta Square

t : t obtained

n_1 : The number of experimental class

n_2 : The number of control class